

ELEMENTARY ENGLISH

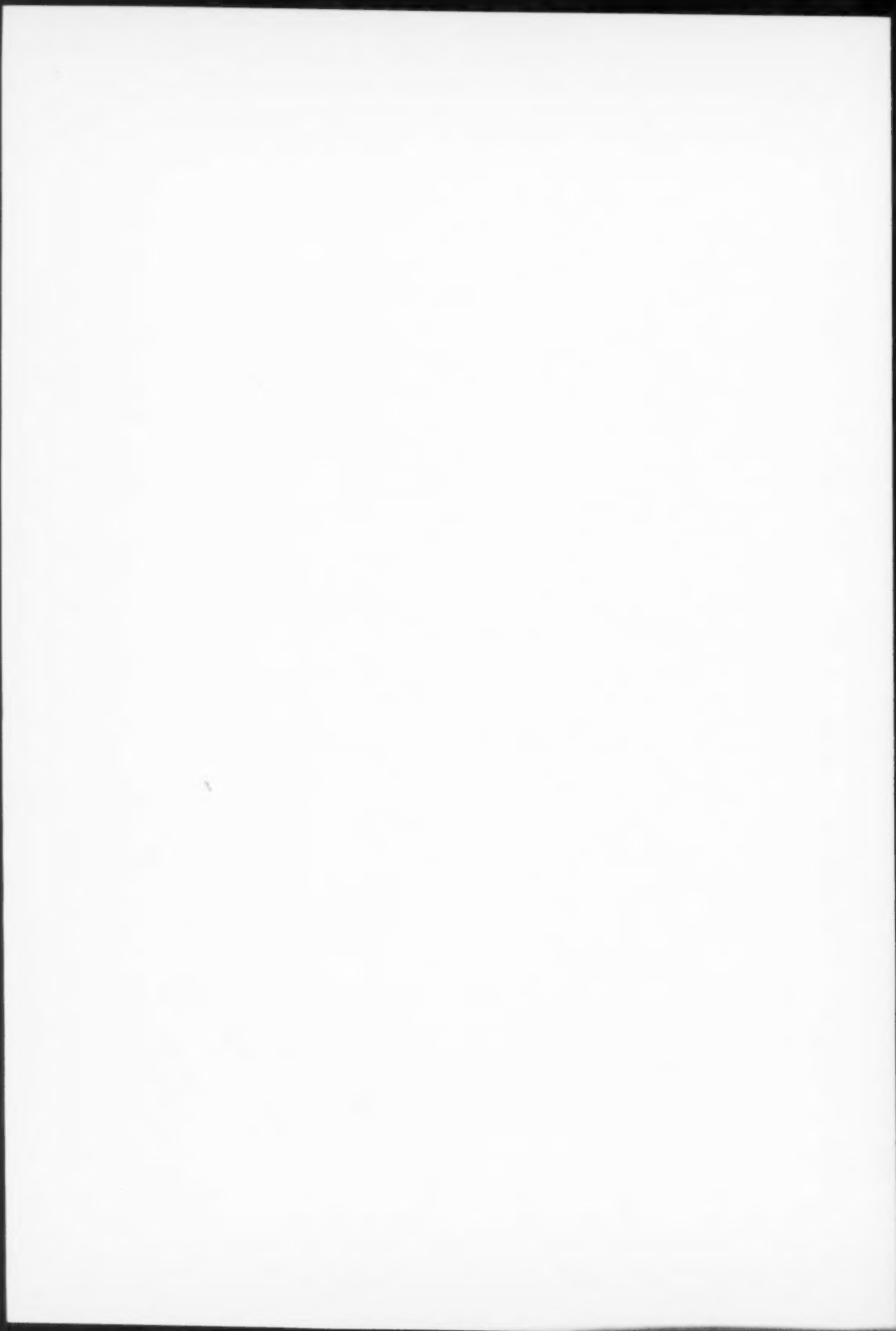
William A. Jenkins, Editor



VOLUME XXXXII
January-December 1965



Subscription Rate — \$5.00 for one year of eight issues
Copyright, 1965, by The National Council
of Teachers of English. Published at
Champaign, Illinois and Danville, Illinois



ELEMENTARY ENGLISH

INDEX VOLUME XXXXII

AUTHOR AND TITLE INDEX

- Advertising and the Elementary Language Arts—Evelyn Wolfe, 42.
- Allen, Jack and William H. Hullfish—What Can We Do about Spelling Through Reading?, 153.
- Ames, Wilbur S.—A Comparison of Spelling Textbooks, 146.
- Amster, Harriett—Concept Formation in Children, 543.
- Analysis of the Vocabulary of Seven Primary Reading Series, An—Arthur V. Olson, 261.
- Andersen, Dan W.—Handwriting Research: Movement and Quality, 45.
- Andersen, Dan W.—Handwriting Research: Style and Practice, 115.
- Appeal of the "Little House" Books to Children, The—Bernice Cooper, 636.
- Applications of Linguistics and Psychological Cues to the Spelling Course of Study—Paul R. Hanna and Jean S. Hanna, 753.
- Bacher, June—Needed for Language Growth: A Nourishing Diet of Experiences, 185.
- Bailey, John P., Jr.—Three Decades of Dr. Seuss, 7.
- Basic Study Skills and Tools—Sally Mahoney, 905.
- Behn, Harry—Poetry, Fantasy, and Reality 355.
- Betts, Emmett A.—Structure in the Reading Program, 238.
- Bonney, Margaret—Sound and Sense in Spelling, 243.
- Books for Children—Shelton L. Root, Jr., 80, 215, 335, 461, 595, 821, 937.
- Books for the Partially Sighted: Parts III, IV, and V—Thomas D. Horn and Dorothy W. Ebert, 54, 169, 298.
- Borgh, Enola M.—The Case for Syntax, 28.
- Bremer, Neville—Helping Pupils Toward Self-Motivation in Learning to Spell and Write, 128.
- Brett, Sue M.—A New Measure of Language Maturity, 666.
- Burns, Paul C. and Walter T. Petty—A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1964, 411.
- Byers, June—Using Poetry to Help Educationally Deprived Children Learn Inductively, 276.
- Card, William and Virginia McDavid—Frequencies of Structure Words in the Writing of Children and Adults, 878.
- Carlson, Ruth Kearney—Poetry as a Reading Aid: An Introduction, 273.
- Case for Syntax, The—Enola M. Borgh, 28.
- Celebrations for *Little Toot*—Helen W. Painter, 490.
- Challenges in Reading for the Gifted—Rose E. Sabaroff, 393.
- Ching, Doris C.—Methods for the Bilingual Child, 22.
- Chisholm, Francis P.—What Are Children Interested in?, 446.
- Comparison of Spelling Textbooks, A—Wilbur S. Ames, 146.
- Comprehensive Linguistic Approach to Reading, A—Carl A. Lefevre, 651.
- Concept Formation in Children—Harriett Amster, 543.
- Cooper, Bernice—The Appeal of the "Little House" Books to Children, 636.
- Corbin, Richard—Some Notes on the Present State of the Profession: Councilletter, 808.
- Crosby, Muriel—NCTE and the Disadvantaged: Councilletter, 320.
- Cultural Matrix of American English, The—Raven I. McDavid, Jr., 13.
- Current Misconceptions about i.t.a.—John Downing, 492.
- Dale, Edgar—Vocabulary Development of the Underprivileged Child, 778.

- Dale, Edgar—*Vocabulary Measurement: Techniques and Major Findings*, 895.
- Davis, Allison—*Teaching Language and Reading to Disadvantaged Negro Children*, 791.
- Dawkins, John—*Linguistics in the Elementary Grades*, 762.
- Decker, Mary E.—*From "Si" to "Yes," 35.*
- Dialect Barriers to Reading Comprehension—Kenneth S. Goodman, 853.
- Downing, John—*Current Misconceptions about i.t.a.*, 492.
- Dykstra, Gerald—*The TESL Materials Development Project*, 787.
- Ebert, Dorothy W. and Thomas D. Horn—*Books for the Partially Sighted: Parts III, IV, and V*, 54, 169, 298.
- Educational Scene, The—Bernice J. Wolfson, 75, 211, 328, 455, 590, 692, 930.
- Effect of the Similarity of Oral and Written Patterns of Language Structure on Reading Comprehension, The—Robert R. Ruddell, 403.
- Effect of Prenatal Instruction on Reading Achievement, The—Edward R. Sipay, 431.
- Effects of Changing Children's Attitudes Toward Reading—Ann Kirtland Healy, 269.
- Elizabeth Yates: Artist with Words—Helen W. Painter, 617.
- Emans, Robert—*Teacher Evaluations of Reading Skills and Individualized Reading*, 258.
- Experience-Related Reading for School Beginners—Gertrude H. Hildreth, 280.
- Expressive Thought by Gifted Children in the Classroom—James J. Gallagher, 559.
- Faust, George and Jean Pival—*Toward Improved Reading Instruction: A Discussion of Variation in Pronunciation Linked with Stress*, 861.
- Feitelson, Dina—*Structuring the Teacher of Reading According to Major Features of the Language and Its Script*, 870.
- Fink, David R., Jr. and Nancy Hogan—*A Novel Spelling Plan: From Originator to Classroom*, 131.
- First-Grade Children's Language Patterns—Ruth Strang and Mary Elsa Hoeker, 38.
- Form Consciousness, an Important Variable in Teaching Language, Literature, and Composition—James R. Squire, 397.
- Freeman, Sophie—*Put "Create" into Creative Writing*, 401.
- Frequencies of Structure Words in the Writing of Children and Adults—William Card and Virginia McDavid, 878.
- From "Si" to "Yes"—Mary E. Decker, 35.
- Furness, Edna L.—*Pupils, Pedagogues, and Pronoun Pitfalls*, 191.
- Future of Children's Books, The—William A. Jenkins, 502.
- Gallagher, James J.—*Expressive Thought by Gifted Children in the Classroom*, 559.
- Gleason, Gerald T.—*The Educational Scene*, 816.
- Goodman, Kenneth S.—*Dialect Barriers to Reading Comprehension*, 853.
- Goodman, Kenneth S.—*A Linguistic Study of Cues and Miscues in Reading*, 639.
- Goody by Goldy?*—Sister M. Charles Veronica, 574.
- Groff, Patrick—*Research Critiques*, 582, 921.
- Groff, Patrick—*Visual and Auditory Perception Training and Spelling Achievement*, 163.
- Handwriting Research: Movement and Quality—Dan W. Andersen, 45.
- Handwriting Research: Style and Practice—Dan W. Andersen, 115.
- Hanna, Paul R. and Jean S. Hanna—*Applications of Linguistics and Psychological Cues to the Spelling Course of Study*, 753.
- Hatfield, W. Wilbur—*Humanizing the Language Arts*, 673.
- Healy, Ann Kirtland—*Effects of Changing Children's Attitudes Toward Reading*, 269.
- Helping Pupils Toward Self-Motivation in Learning to Spell and Write—Neville Bremer, 128.
- Hildreth, Gertrude H.—*Experience-Related Reading for School Beginners*, 280.
- Hillerich, Robert L.—*Kindergartners Are Ready! Are We?* 569.
- Hoeker, Mary Elsa and Ruth Strang—*First-Grade Children's Language Patterns*, 38.
- Hodges, Richard E.—*The Psychological Bases of Spelling*, 629.
- Hodges, Richard E. and E. Hugh Rudolf—*Searching Linguistics for Cues for the Teaching of Spelling*, 527.
- Hogan, Nancy and David R. Fink, Jr.—*A Novel Spelling Plan: From Originator to Classroom*, 131.
- Hollingsworth, Paul M.—*Spelling Lists—Outdated?* 151.

- Horn, Thomas D. and Dorothy W. Ebert—Books for the Partially Sighted: Parts III, IV, and V, 54, 169, 298.
- Hull, Lorene—Linguistic Reading in First Grade, 883.
- Hullfish, William H. and Jack Allen—What Can We Do about Spelling Through Reading? 153.
- Humanizing the Language Arts—W. Wilbur Hatfield, 673.
- I.T.A.—After Two Years—Rebecca W. Stewart, 660.
- Idea Inventory—Louise H. Mortensen, 69, 205, 325, 450, 588, 684, 811, 926.
- In Teaching—The Right to Wonder—Miriam E. Wilt, 481.
- Individualized and Basal Primary Reading Programs—Rodney H. Johnson, 902.
- Interest of Seventh and Eighth Graders in Current Affairs—Bernard Kravitz, 165.
- Intonation in the Teaching of Reading—Martin Stevens, 231.
- Jarvis, Oscar T.—Time Allotment Relationships to Pupil Achievement, 201.
- Jenkins, William A.—The Future of Children's Books, 502.
- Johnson, Margaret M.—The Parkses: A Writing Pair, 747.
- Johnson, Rodney H.—Individualized and Basal Primary Reading Programs, 902.
- Johnson, Victoria S.—Windows on the World, 72, 453, 819, 934.
- Jones, Taffy—Windows on the World, 332.
- Kalb, Lois—The Uses of the History of Writing, 866.
- Kindergartners Are Ready! Are We?—Robert L. Hillerich, 569.
- Kitzhaber, Albert R.—NCTE Presidential Address, 107.
- Kravitz, Bernard—Interest of Seventh and Eighth Graders in Current Affairs, 165.
- Krehbiel, Becky—Windows on the World, 689.
- Ladley, Dorothea M. and Gus P. Plessas—Some Implications of Spelling and Reading Research, 142.
- Language and the Habit of Credulity—Russell G. Stauffer, 362.
- Language Arts Research: 1964, Parts I and II—Ralph C. Staiger, 433, 513.
- Lefevre, Carl A.—A Comprehensive Linguistic Approach to Reading, 651.
- Lesnik, Jean M.—Problems in Developing a Reading Program for Retarded Educables, 249.
- Let's Update the Word Lists—Lawrence O. Lobdell, 156.
- Lindberg, Lucile—Oral Language or Else, 760.
- Linguistic Reading in First Grade—Lorene Hull, 883.
- Linguistic Study of Cues and Miscues in Reading, A—Kenneth S. Goodman, 639.
- Linguistics in the Elementary Grades—John Dawkins, 762.
- Lobdell, Lawrence O.—Let's Update the Word Lists, 156.
- McClellan, Jack—New Roles for School Libraries, 646.
- McDavid, Raven I.—The Cultural Matrix of American English, 13.
- McDavid, Virginia and William Card—Frequencies of Structure Words in the Writing of Children and Adults, 878.
- Mahoney, Sally—Basic Study Skills and Tools, 905.
- Marcus, Marie—Three Charlie Brown Blankets in Reading Instruction, 247.
- Measurement of Spelling Ability—E. Hugh Rudolf, 889.
- Methods for the Bilingual Child—Doris C. Ching, 22.
- Millsap, Lucille N.—Oral Reporting, 197.
- Miron, Murray S.—The Quality of Qualification, 553.
- Mortensen, Louise H.—Idea Inventory, 69, 205, 325, 450, 588, 926.
- Moskowitz, Sue—Should We Teach Reading in the Kindergarten? 798.
- NCTE and the Disadvantaged: Councilletter—Muriel Crosby, 320.
- NCTE Presidential Address—Albert R. Kitzhaber, 107.
- Needed for Language Growth: A Nourishing Diet of Experiences—June Bacher, 185.
- New Measure of Language Maturity, A—Sue M. Brett, 666.
- New Roles for School Libraries—Jack McClellan, 646.
- Novel Spelling Plan: From Originator to Classroom, A—David R. Fink, Jr. and Nancy Hogan, 131.

- Olson, Arthur V.—An Analysis of the Vocabulary of Seven Primary Reading Series, 261.
- Oral Language or Else—Lucile Lindberg, 760.
- Oral Reporting—Lucille N. Millsap, 197.
- O'Reilly, Robert C.—Phonics and Spelling, 126.
- Painter, Helen W.—Celebrations for *Little Toot*, 490.
- Painter, Helen W.—Elizabeth Yates: Artist with Words, 617.
- Parkses, A Writing Pair, The—Margaret M. Johnson, 747.
- Petty, Walter T. and Paul C. Burns—A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1964, 411.
- Phonics and Spelling—Robert C. O'Reilly, 126.
- Pinter, Elizabeth L.—This Is My Robot, 755.
- Pival, Jean and George Faust—Toward Improved Reading Instruction: A Discussion of Variation in Pronunciation Linked with Stress, 861.
- Plessas, Gus P. and Dorothea Ladley—Some Implications of Spelling and Reading Research, 142.
- Poetry as a Reading Aid: An Introduction—Ruth Kearney Carlson, 273.
- Poetry, Fantasy, and Reality—Harry Behn, 355.
- Ponder, Eddie G.—Understanding the Language of the Culturally Disadvantaged Child, 769.
- Problems in Developing a Reading Program for Retarded Educables—Jean M. Lesnik, 249.
- Psychological Bases of Spelling, The—Richard E. Hodges, 629.
- Pupils, Pedagogues, and Pronoun Pitfalls—Edna L. Furness, 191.
- Purpose and Motivation in Teaching Letter Writing—Albert H. Yee, 805.
- Put "Create" into Creative Writing—Sophie Freeman, 401.
- Quality of Qualification, The—Murray S. Miron, 553.
- Reading Activities for Substitute Teachers—Mimi B. Warshaw, 391.
- Reed, David W.—A Theory of Language, Speech, and Writing, 845.
- Research Critiques—Patrick Groff, 582, 921.
- Research on the Processes of Thinking with Some Applications to Reading—David H. Russell, 370.
- Response to David Reed, A—Jerry Walker, 852.
- Root, Shelton L., Jr.—Books for Children, 80, 215, 335, 461, 595, 821, 937.
- Ruddell, Robert B.—The Effect of the Similarity of Oral and Written Patterns of Language Structure on Reading Comprehensions, 403.
- Rudorf, E. Hugh—Measurement of Spelling Ability, 889.
- Rudorf, E. Hugh and Richard E. Hodges—Searching Linguistics for Cues for the Teaching of Spelling, 527.
- Russell, Betty J.—Windows on the World, 207.
- Russell, David H.—Research on the Processes of Thinking with Some Applications to Reading, 370.
- Rystrom, Richard—Whole-Word and Phonics Methods and Current Linguistic Findings, 265.
- Sabaroff, Rose E.—Challenges in Reading for the Gifted, 393.
- Searching Linguistics for Cues for the Teaching of Spelling—Richard E. Hodges and E. Hugh Rudorf, 527.
- Should We Teach Reading in the Kindergarten?—Sue Moskowitz, 798.
- Sipay, Edward R.—The Effect of Prenatal Instruction on Reading Achievement, 431.
- Sister M. Charles Veronica—*Goody by Goldy?* 574.
- Sister M. Victoria Eisenman—The Situation in Literature, 644.
- Situation in Literature, The—Sister M. Victoria Eisenman, 644.
- Some Implications of Spelling and Reading Research—Gus Plessas and Dorothea Ladley, 142.
- Some Notes on the Present State of the Profession: Councilletter—Richard Corbin, 808.
- Sound and Sense in Spelling—Margaret Bonney, 243.
- Spelling Lists—Outdated?—Paul M. Hollingsworth, 151.
- Split-Vu Reading Program: A Follow-up, The—Daniel Ungaro, 254.
- Spodek, Bernard—The Educational Scene, 75.
- Squire, James R.—Form Consciousness, an Important Variable in Teaching Language, Literature, and Composition, 379.
- Staiger, Ralph C.—Language Arts Research: 1964, Parts I and II, 433, 513.
- Stauffer, Russell G.—Language and the Habit of Credulity, 362.

- Stevens, Martin—Intonation in the Teaching of Reading, 231.
- Stewart, Rebecca W.—I.T.A.—After Two Years, 660.
- Strang, Ruth and Mary Elsa Hocker—First-Grade Children's Language Patterns, 38.
- Structure in the Reading Program—Emmett A. Betts, 238.
- Structuring the Teaching of Reading According to Major Features of the Language and Its Script—Dina Feitelson, 870.
- 1964 Study of TV: Comparisons and Comments, A—Paul A. Witty, 134.
- Summary of Investigations Relating to the English Language Arts in Elementary Education: 1964, A—Walter T. Petty and Paul C. Burns, 411.
- Taba, Hilda—The Teaching of Thinking, 534.
- Teacher Evaluations of Reading Skills and Individualized Reading—Robert Emans, 258.
- Teaching Language and Reading to Disadvantaged Negro Children—Allison Davis, 791.
- Teaching of Thinking, The—Hilda Taba, 534.
- TESL Materials Development Project, The—Gerald Dykstra, 787.
- Theory of Language, Speech, and Writing, A—David Reed, 845.
- This Is My Robot—Elizabeth L. Pinter, 755.
- Three Charlie Brown Blankets in Reading Instruction—Marie Marcus, 247.
- Three Decades of Dr. Seuss—John P. Bailey, 7.
- Tiedt, Iris M. and Sidney W. Tiedt—Word Play, 189.
- Tiedt, Sidney W. and Iris M. Tiedt—Word Play, 189.
- Time Allotment Relationships to Pupil Achievement—Oscar T. Jarvis, 201.
- Toward Improved Reading Instruction: A Discussion of Variation in Pronunciation Linked with Stress—Jean Pival and George Faust, 861.
- Trier, Marilyn Robb—Windows on the World, 593.
- Understanding the Language of the Culturally Disadvantaged Child—Eddie G. Ponder, 769.
- Ungaro, Daniel—The Split-Vu Reading Program: A Follow-Up, 254.
- Uses of the History of Writing, The—Lois Kalb, 866.
- Using Poetry to Help Educationally Deprived Children Learn Inductively—June Byers, 276.
- Visual and Auditory Perception Training and Spelling Achievement—Patrick J. Groff, 163.
- Vocabulary Development of the Underprivileged Child—Edgar Dale, 778.
- Vocabulary Measurement: Techniques and Major Findings—Edgar Dale, 895.
- Walker, Jerry—A Response to David Reed, 852.
- Warshaw, Mimi B.—Reading Activities for Substitute Teachers, 391.
- What Are Children Interested in?—Francis P. Chisholm, 446.
- What Can We Do about Spelling Through Reading?—Jack Allen and William H. Hullfish, 153.
- Whole-Word and Phonics Methods and Current Linguistic Findings—Richard Rystrom, 265.
- Whorton, Athena—Idea Inventory, 684, 811.
- Wilt, Miriam E.—In Teaching—The Right to Wonder, 481.
- Windows on the World—Victoria S. Johnson, 72, 207, 332, 453, 593, 689, 819, 934.
- Witty, Paul A.—A 1964 Study of TV: Comparisons and Comments, 134.
- Wolfe, Evelyn—Advertising and the Elementary Language Arts, 42.
- Wolfson, Bernice J.—The Educational Scene, 211, 328, 455, 590, 692, 930.
- Word Play—Sidney W. Tiedt and Iris M. Tiedt, 189.
- Yee, Albert H.—Purpose and Motivation in Teaching Letter Writing, 805.

SELECTED TOPICAL INDEX

Book Reviews

A. Children's Books

- Across Five Aprils* by Irene Hunt, Follett, 80.
- Adventures in Forgotten Valley* by Glyn Frewer, Putnam's, 337.
- All about Rockets and Space Flight* by Hal Goodwin, Random House, 472.
- Alligator Case, The* by William Pène du Bois, Harper and Row, 822.
- Amanda Remembers* by Robert Kraus, Harper and Row, 939.
- Americans in Space* by John Dille, American Heritage, 944.
- Andrew Jackson* by Margaret Coit, Houghton Mifflin, 824.
- Anne and the Sand Dobbies* by John B. Coburn, Seabury Press, 81.
- Any time at all* by Patricia Robins, St. Martin's Press, 464.
- Assateague Deer* by B. F. Beebe, David MacKay, 826.
- Battle of El Alamein, The* by Correlli Barnett, Macmillan, 88.
- Bee-Man of Orn, The* by Frank R. Stockton, Holt, Rinehart and Winston, 82.
- Berries Goodman* by Emily Cheney Neville, Harper and Row, 822.
- Big Blue Island* by Wilson Gage, World, 335.
- Birth of a Forest* by Millicent E. Selsam, Harper and Row, 341.
- Black Magic, White Magic* by Gary Jennings, Dial, 468.
- Book of Three, The* by Lloyd Alexander, Holt, Rinehart and Winston, 216.
- Boy Wanted* by Ruth Fenisong, Harper and Row, 85.
- Bread-and-Butter Indian* by Anne Colver, Holt, Rinehart and Winston, 216.
- Building Brooklyn Bridge* by F. Wenderoth Saunders, Little, Brown 944.
- Bunny's Nutshell Library, The* by Robert Kraus, Harper and Row, 463.
- Campion Towers* by John and Patricia, Beatty, Macmillan, 937.

- Cats and Bats and Things with Wings* by Conrad Aiken, Atheneum, 940.
- Charge of the Light Brigade, The* by Alfred Lord Tennyson, Golden Press, 465.
- Child of the Silent Night* by Edith Fisher Hunter, Houghton Mifflin, 220.
- City Underground, The* by Suzanne Martel, translated by Noreh Smaridge Viking, 336.
- Clang! Clang! the Story of Trolleys* by Sarah R. Riedman, Rand McNally, 340.
- Clean the Air! Fighting Smoke, Smog, and Smaze Across the Country* by Alfred Lewis, McGraw-Hill, 946.
- Colonial Craftsmen and the Beginnings of American Industry* by Edwin Tunis, World, 825.
- Come Along to Holland* by Ruth Broeck, Denison, 941.
- Cortes and the Aztec Conquest* by Irwin R. Blacker, American Heritage, 339.
- Crab That Crawled Out of the Past, The* by Louis and Margery Milne, Atheneum, 600.
- Curious World of Crystals, The* by Lenore Sanders, Prentice-Hall, 222.
- Ditch Picnic, The* by Edith Unnerstad, Norton, 464.
- Dog Care for Boys and Girls* by Blanche Saunders, Howell Book House, 471.
- Eddie's Green Thumb* by Carolyn Haywood, Morrow, 218.
- Enemy at Green Knowe, An* by L. M. Boston, Harcourt, 85.
- Erie Canal, The* by Ralph K. Andrist, American Heritage Junior Library, 468.
- Famous Artists of the Past* by Alice Elizabeth Chase, Platt and Munk, 87.
- Fee Fi Fo Fum* by Raymond Briggs, Coward-McCann, 467.
- Following Columbus: The Voyage of the Nina II* by Robert F. Marx, World, 340.
- Forts in America* by Harold L. Peterson, Scribner's, 86.
- From Inside Scotland Yard* by Sir Harold Scott with Philippa Pearce, Macmillan, 943.
- Giant Alexander, The* by Frank Herrman, McGraw-Hill, 823.

- Golden Coach for Callie Rose, A* by Martha Gwinn Kiser, Bobbs-Merrill, 462.
- Golden Treasury of Poetry, The*, selected by Louis Untermeyer, Golden Press, 89.
- Gotch: The Story of a Cowhorse* by Luke D. Sweetman, Caxton, 80.
- Grizzly, The* by Annabel and Edgar Johnson, Harper and Row, 336.
- Happy Lion and the Bear, The* by Louise Fatio, McGraw-Hill, 465.
- Harry by the Sea* by Gene Zion, Harper and Row, 939.
- Hear Ye of Boston* by Polly Curren, Lothrop, Lee and Shepard, 599.
- Hide and Seek Fog* by Alvin Tresselt, Lothrop, Lee and Shepard, 463.
- Horses of America* by Felix Sutton, Putnam's, 221.
- Horses of Long Ago* by Dahlov Ipcar, Doubleday, 945.
- Hungry Goat, The* by Alan Mills, Rand McNally, 83.
- I Have a Horse of My Own* by Charlotte Zolotow, Abelard-Schuman, 82.
- I Like Jazz* by Donald Myrus, Macmillan, 87.
- I Like You* by Sandol Stoddard Warburg, Houghton Mifflin, 823.
- In the Woods, In the Meadow, In the Sky* by Aileen Fisher, Scribner's, 941.
- Insects in Our World* by R. D. Shenefelt, Whitman, 946.
- Inventions of Leonardo Da Vinci, The* by Margaret Cooper, Macmillan, 598.
- Is Anybody Hungry?* by Dorothy Aldis, Putnam's, 467.
- Ishi, Last of His Tribe* by Theodora Kroeber, Parnassus, 219.
- Johnny and the Tool Chest* by William D. Hayes, Atheneum, 85.
- Kinuli* by Vera Chaplin, Henry Z. Walck, 826.
- Let's Go Aboard an Atomic Submarine* by Lee David Hamilton, Putnam's 472.
- Letter on the Tree, The* by Natalie Savage Carlson, Harper and Row, 462.
- Little Tiny Woman, The* by Margot Zemach, Bobbs-Merrill, 823.
- Little Toot on the Thames* by Hardy Gramatky, Putnam's, 463.
- Machines* by Irving and Ruth Adler, John Day Company, 342.
- Made in Thailand* by Margaret Ayer, Houghton Mifflin, 87.
- Magic Top, The* by Rosalind Welcher, Panda Prints, 938.
- Masters of Painting* by Bernardine Kielty, Doubleday, 87.
- May I Bring a Friend* by Beatrice Schenk De Regniers, Atheneum, 597.
- Meeting with a Stranger* by Duane Bradley, Lippincott, 335.
- Men Shall Be Free, The: The Story of the Magna Carta* by Lindsey Alderman, Messner, 88.
- Mexico* by Ralph Hancock, Macmillan, 469.
- Misfortunes of Ogier the Dane, The* by Marie Butts, translated by Robert Linker, John F. Blair, 217.
- Miss Suzy* by Miriam Young, Parent's Magazine, 83.
- My Book of Prayer, and Weekdays* prepared by Hyman Chanover and Evelyn Zusman, United Synagogue Commission on Jewish Education, 598.
- My Book of Prayer, Holidays and Holy Days* prepared by Hyman Chanover and Evelyn Zusman, United Synagogue Commission on Jewish Education, 598.
- Nature's Clues* by Walter C. Fabell, Hastings House, 470.
- Naughty Boy, The* by John Keats, Viking, 446.
- New Roof, The* by Louise Lee Floethe, Scribner's, 599.
- Ocean Wonders, A Book to Begin On*, by Eunice and Faith Holsaert, Holt, Rinehart and Winston, 946.
- Omen of the Birds* by Harry Behn, World, 216.
- Oodles of Noodles and Other Hymes' Rhymes* by Lucia and James Hymes, Scott, 466.
- Osceola* by Gordon Langley Hall, Holt, Rinehart and Winston, 219.
- Our National Parks: Great Smoky Mountains, Everglades, and Mammoth Cave* by Frances Wood, Follett, 470.
- Papa Albert* by Lilian Moore, Atheneum, 338.
- Pavo and the Princess* by Evaline Ness, Scribner's, 218.

- Peek, the Piper* by Vitali Bianka, translated by S. K. Lederer, George Braziller, 218.
- Perrely Plight, The* by Peter John Stephens, Antheneum, 597.
- Pocketful of Cricket, A* by Rebecca Caudill, Holt, Rinehart and Winston, 596.
- Promise Is a Promise, A* by Molly Cone, Houghton Mifflin, 215.
- Punia and the King of the Sharks* by Beverly Mohan, Follett, 464.
- Rabbit and Skunk and the Big Fight* by Carla Stevens, William Scott, 84.
- Rain Makes Applesauce* by Julian Scheer, Holiday House, 596.
- Randy's Dandy Lions* by Bill Peet, Houghton Mifflin, 219.
- Red-Flannel Hash and Shoo-Fly Pie* by Lila Perl, World, 943.
- Ribsy* by Beverly Cleary, Morrow, 218.
- Riding with Coronado* by Robert Meredith and E. Brooks Smith, Little, Brown, 220.
- Road Racing, U.S.A.* by Robert Jackson, Walck, 89.
- Rockets to Explore the Unknown* by Don E. Rogers, Whitman, 471.
- Roofs of Gold: Poems to Read Aloud* edited by Padraic Colum, Macmillan, 89.
- Samson* by Jo Linch, Harper and Row, 338.
- Sea Chest, The* by Frank Knight, Platt and Munk, 465.
- Sea of Gold and Other Tales from Japan, The* adapted by Yoshiko Uchida, Scribner's, 938.
- Shadow of a Bull* by Maia Wojciechowska, Antheneum, 597.
- Shakespeare's Theatre* by C. Walter Hodges, Coward-McCann, Inc., 469.
- Sir Henry Morgan: Buccaneer* by Ronald Syme, William Morrow, 825.
- Slave's Tale, A* by Erik Haugaard, Houghton Mifflin, 821.
- Southern Generals, The* by Colonel Red Reeder, Duell, Sloan and Pearce, 941.
- Story of Printing, The* by Irving B. Simon, Harvey House, 471.
- Strange Room, The* by Claudia Lewis, Albert Whitman, 465.
- Surfer!* by D. S. Halacy, Jr., Macmillan, 461.
- Swanhilda-of-the-Swans* by Dana Faralla, Lippincott, 337.
- Thank You, Amelia Bedelia* by Peggy Parish, Harper and Row, 84.
- This Is Cape Kennedy* by Miroslav Sadek, Macmillan, 600.
- This Land Is Mine* edited by Al Hine, Lippincott, 940.
- Threat to the Barkers* by Joan Phipson, Harcourt, Brace and World, 461.
- Tide Pools and Beaches* by Elizabeth Clemmons, Alfred A. Knopf, 341.
- Tiger Burning Bright* by Theodora DuBois, Farrar, Straus, 336.
- Tom, Tom, the Piper's Son* by Paul Galdone, McGraw-Hill, 219.
- Twenty Gallant Horses* by C. W. Anderson, Macmillan, 944.
- Valiant Few, The* by Lon Tinkle, Macmillan, 86.
- Understanding Your Senses* by Ann and James Gilmour, Frederick Warne, 340.
- UNICEF and the World* by Jean Speiser, John Day, 825.
- Wave, The* by Margaret Hodges, 219.
- We Wonder What Will Walter Be?* by Crockett Johnson, Holt, Rinehart, and Winston, 84.
- West with the White Chiefs* by Christie Harris, Antheneum, 597.
- What Is a Masterpiece?* by Charlotte Willard, Putnam's, 468.
- When Animals Are Babies* by Elizabeth and Charles Schwartz, Holiday House, 86.
- Whistle for Willie* by Ezra Jack Keats, Viking, 85.
- White Bungalow, The* by Aimée Sommerfelt, translated by Evelyn Ramsdem, Criterion, 81.
- White Stallion of Lipizza* by Marguerite Henry, Rand McNally, 217.
- Wild Boy* by Thomas Fall, Dial Press, 937.
- Willy, Willy, Don't Be Silly* by Ilse-Margret Vogel, Atheneum, 939.
- Winds That Come from Far Away, The* by Else Holmelund Minarik, 467.
- Wings from the Wind* selected by Tasha Tudor, Lippincott, 466.
- Wreck of the Whaleship Essex: A Narrative Account* by Owen Chase, *First Mate, The* edited by Iola Haverstick and Betty Shepard, Harcourt, 942.

Yankee Doodle Boy by Joseph Plumb Martin, edited by George F. Scheer, Scott, 338.

You Know Who by John Ciardi, Lippincott, 467.

B. Professional Books

Childcraft—The How and Why Library, Field Enterprises Educational Corporation. Reviewed by Gerald T. Gleason, 581.

Children's Literature for Dramatization: An Anthology by Geraldine Brain Siks, Harper and Row. Reviewed by Eloise Rue, 579.

Creative Writing in the Elementary School: Psychology and Technique by Don Pease, Exposition Press. Reviewed by Lura M. Carrithers, 67.

Dimensions of Critical Reading, compiled by Russell G. Stauffer, University of Delaware. Reviewed by Robert Emans, 920.

Fare for the Reluctant Reader, Third New Edition by Anita E. Dunn, Mabel E. Jackman, and Roy J. Newton, Argus Greenwood. Reviewed by Robert Emans, 324.

For the Parents of a Child Whose Speech Is Delayed by R. Corbin Remington and Elizabeth James, Interstate Printers and Publishers. Reviewed by Francis X. Blair, 579.

Open Court Basic Readers, The The Open Court Publishing Company. Reviewed by Clifford J. Kolson and George Kaluger, 66.

Oral Interpretation of Children's Literature by Henry A. Bamman, Mildred Dawson, and Robert J. Whitehead, W. C. Brown Company. Reviewed by Joel Stark, 322.

Research in Reading for the Middle Grades by Warren G. Cutts, United States Government Printing Office. Reviewed by Robert Emans, 324.

Teaching of Reading, The, Revised Edition by John J. DeBoer and Martha Dallmann, Holt, Rinehart and Winston. Reviewed by Robert Emans, 323.

Understanding and Helping the Retarded Reader, Edited by Ruth Strang, University of Arizona Press. Reviewed by Robert Emans, 918.

Children's Literature

Appeal of the "Little House" Books to Children, The—Bernice Cooper, 636.

Celebrations for *Little Toot*—Helen W. Painter, 490.

Elizabeth Yates: Artist with Words—Helen W. Painter, 617.

Future of Children's Books, The—William A. Jenkins, 502.

Goody by Goldy?—Sister M. Charles Veronica, 574.

Parkses, The: A Writing Pair—Margaret M. Johnson, 747.

Situation in Literature, The—Sister M. Victoria Eisenman, 644.

Three Decades of Dr. Seuss—John P. Bailey, 7.

Curriculum

Form Consciousness, an Important Variable in Teaching Language, Literature, and Composition—James R. Squire, 379.

Humanizing the Language Arts—W. Wilbur Hatfield, 673.

In Teaching—The Right to Wonder—Miriam E. Wilt, 481.

TESL Materials Development Project, The—Gerald Dykstra, 787.

This Is My Robot—Elizabeth L. Pinter, 755.

Time Allotment Relationships to Pupil Achievement—Oscar T. Jarvis, 201.

Handwriting

Handwriting Research: Movement and Quality—Dan W. Andersen, 45.

Handwriting Research: Style and Practice—Dan W. Andersen, 115.

Language

Advertising and the Elementary Language Arts—Evelyn Wolfe, 42.

Case for Syntax, The—Enola M. Borgh, 28.

Concept Formation in Children—Harriett Amster, 543.

Cultural Matrix of American English, The—Raven I. McDavid, Jr., 13.

Expressive Thought by Gifted Children in the Classroom—James J. Gallagher, 559.

First-Grade Children's Language Patterns—Ruth Strang and Mary Elsa Hocker, 38.

Frequencies of Structure Words in the Writing of Children and Adults—William Card and Virginia McDavid, 878.

From "Si" to "Yes"—Mary E. Decker, 35.

Language and the Habit of Credulity—Russell G. Stauffer, 362.

Methods for the Bilingual Child—Doris C. Ching, 22.

Needed for Language Growth: A Nourishing Diet of Experiences—June Bacher, 185.

New Measure of Language Maturity, A—Sue M. Brett, 666.

Pupils, Pedagogues, and Pronoun Pitfalls—Edna L. Furness, 191.

Quality of Qualification, The—Murray S. Miron, 553.

Teaching Language and Reading to Disadvantaged Negro Children—Allison Davis, 791.

Teaching of Thinking, The—Hilda Taba, 534.

Understanding the Language of the Culturally Disadvantaged Child—Eddie G. Ponder, 769.

Vocabulary Development of the Underprivileged Child—Edgar Dale, 778.

Vocabulary Measurement: Techniques and Major Findings, Edgar Dale, 895.

Word Play—Sidney W. Tiedt and Iris M. Tiedt, 189.

Library

Basic Study Skills and Tools—Sally Mahoney, 905.

New Roles for School Libraries—Jack McClellan, 646.

Linguistics

Comprehensive Linguistic Approach to Reading, A—Carl A. Lefevre, 651.

Dialect Barriers to Reading Comprehension—Kenneth S. Goodman, 853.

Linguistic Reading in First Grade—Lorene Hull, 883.

Linguistic Study of Cues and Miscues in Reading, A—Kenneth S. Goodman, 639.

Linguistic in the Elementary Grades—John Dawkins, 762.

Response to David Reed, A—Jerry Walker, 852.

Structuring the Teaching of Reading According to Major Features of the Language and Its Script—Dina Feitelson, 870.

Theory of Language, Speech, and Writing, A—David W. Reed, 845.

Toward Improved Reading Instruction: A Discussion of Variation in Pronunciation Linked with Stress—Jean Pival and George Faust, 861.

Uses of the History of Writing, The—Lois Kalb, 866.

Oral Language

Oral Language or Else—Lucile Lindberg, 760.

Oral Reporting—Lucille N. Millsap, 197.

Poetry

Poetry as a Reading Aid: An Introduction—Ruth Kearney Carlson, 73.

Poetry, Fantasy, and Reality—Harry Behn, 355.

Using Poetry to Help Educationally Deprived Children Learn Inductively—June Byers, 276.

Reading

Analysis of the Vocabulary of Seven Primary Reading Series, An—Arthur V. Olson, 261.

Books for the Partially Sighted: Parts III, IV, and V—Thomas D. Horn and Dorothy W. Ebert, 54, 169, 298.

Challenges in Reading for the Gifted—Rose E. Sabaroff, 393.

Current Misconceptions about i.t.a.—John Downing, 492.

Effect of the Similarity of Oral and Written Patterns of Language Structure on Reading Comprehension, The—Robert B. Ruddell, 403.

Effect of Prenatal Instruction on Reading Achievement, The—Edward R. Sipay, 431.

Effects of Changing Children's Attitudes Toward Reading—Ann Kirtland Healy, 269.

Experience-Related Reading for School Beginners—Gertrude H. Hildreth, 280.

I.T.A.—After Two Years—Rebecca W. Stewart, 660.

Individualized and Basal Primary Reading Programs—Rodney H. Johnson, 902.

Intonation in the Teaching of Reading—Martin Stevens, 231.

Kindergartners Are Ready! Are We?—Robert L. Hillerich, 569.

Phonics and Spelling—Robert C. O'Reilly, 126.

Problems in Developing a Reading Program for Retarded Educables—Jean M. Lesnik, 249.

Reading Activities for Substitute Teachers—Mimi B. Warshaw, 391.

Research on the Processes of Thinking with Some Applications to Reading—David H. Russell, 370.

Should We Teach Reading in the Kindergarten?—Sue Moskowitz, 798.

Split-Vu Reading Program, The: A Follow-Up—Daniel Ungaro, 254.

Structure in the Reading Program—Emmett A. Betts, 238.

- Teacher Evaluations of Reading Skills and Individualized Reading—Robert Emans, 258.
 Three Charlie Brown Blankets in Reading Instruction—Marie Marcus, 247.
 Whole-Word and Phonics Methods and Current Linguistic Findings—Richard Rystrom, 265.

Research

- Analysis of the Vocabulary of Seven Primary Reading Series, An—Arthur V. Olson, 261.
 Concept Formation in Children—Harriett Amster, 543.
 Effect of the Similarity of Oral and Written Patterns of Language Structure on Reading Comprehension, The—Robert B. Ruddell, 403.
 Effects of Changing Children's Attitudes Toward Reading—Ann Kirtland Healy, 269.
 Expressive Thought by Gifted Children in the Classroom—James J. Gallagher, 559.
 First-Grade Children's Language Patterns—Ruth Strang and Mary Elsa Hocker, 38.
 Future of Children's Books, The—William A. Jenkins, 502.
 Goody by Goldy?—Sister M. Charles Veronica, 574.
 Handwriting Research: Movement and Quality—Dan W. Andersen, 45.
 Handwriting Research: Style and Practice—Dan W. Andersen, 115.
 I.T.A.—After Two Years—Rebecca W. Stewart, 660.
 Individualized and Basal Primary Reading Programs—Rodney H. Johnson, 902.
 Interest of Seventh and Eighth Graders in Current Affairs—Bernard Karvitz, 165.
 Kindergartners Are Ready! Are We?—Robert L. Hillerich, 569.
 Language Arts Research: 1961, Part I and II—Ralph C. Staiger, 433, 513.
 Linguistic Study of Cues and Miscues in Reading, A—Kenneth S. Goodman, 639.
 Measurement of Spelling Ability—E. Hugh Rudorf, 889.
 Psychological Bases of Spelling, The—Richard E. Hodges, 629.
 Research on the Processes of Thinking with Some Applications to Reading—David H. Russell, 370.
 Searching Linguistics for Cues for the Teaching of Spelling—Richard E. Hodges and E. Hugh Rudorf, 527.
 Spelling Lists—Outdated?—Paul M. Hollingsworth, 151.
 Split-Vu Reading Program, The: A Follow-Up—Daniel Ungaro, 254.
 Study of TV, A 1964: Comparisons and Comments—Paul A. Witty, 134.
 Summary of Investigations Relating to the English Language Arts in Elementary Education, A: 1964—Walter T. Petty and Paul C. Burns, 411.
 Teacher Evaluations of Reading Skills and Individualized Reading—Robert Emans, 258.
 Teaching of Thinking, The—Hilda Taba, 534.
 Time Allotment Relationships to Pupil Achievement—Oscar T. Jarvis, 201.
 Understanding the Language of the Culturally Disadvantaged Child—Eddie G. Ponder, 769.

Spelling

- Applications of Linguistics and Psychological Cues to the Spelling Course of Study—Paul R. and Jean S. Hanna, 753.
 Comparison of Spelling Textbooks, A—Wilbur S. Ames, 146.
 Helping Pupils Toward Self-Motivation in Learning to Spell and Write—Neville Bremer, 128.
 Let's Update the Word Lists—Lawrence O. Lobdell, 156.
 Measurement of Spelling Ability—E. Hugh Rudorf, 889.
 Novel Spelling Plan, A: From Originator to Classroom—David R. Fink and Nancy Hogan, 131.
 Psychological Bases of Spelling, The—Richard E. Hodges, 629.
 Searching Linguistics for Cues for the Teaching of Spelling—Richard E. Hodges and E. Hugh Rudorf, 527.
 Some Implications of Spelling and Reading Research—Gus Plessas and Dorothea Ladley, 142.
 Sound and Sense in Spelling—Margaret Bonney, 243.
 Spelling Lists—Outdated?—Paul M. Hollingsworth, 151.
 Visual and Auditory Perception Training and Spelling Achievement—Patrick J. Groff, 163.
 What Can We Do about Spelling Through Reading?—Jack Allen and William H. Hullfish, 153.

Writing

- Purpose and Motivation in Teaching Letter Writing—Albert H. Yee, 805.
 Put "Create" into Creative Writing—Sophie Freeman, 401.